



Attitude appraisal system in french introductory text of S-1 thesis in UNIMED

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Abstract

This study examines the appraisal system in French introductory text of S-1 thesis in UNIMED by applying the Systemic Functional Linguistics theory. The method in this research is descriptive qualitative. The samples were taken from the texts of introduction which were validated by native speaker Marine Petite. The data were analyzed using Simple Concordance Program (SCP) software which involved Apraisal Attitude. The results show that appraisal system in the introductory text is classified as paradigmatic because the appraisal system in French consists of (a) sex (le genre) such as masculine and feminine, and (b) quantity or number (le nombre) having singular (singulier) and plural (pluriel).

Keywords: appraisal system, introductory text, S-1 thesis, french

1. Introduction

This research was conducted to know the paradigmatic system in French thesis text consisting of (a) sex (le genre), for instance, masculine and feminine (féminin), and (b) quantity (le nombre) consisting of singular (singulier) and plural (pluriel). An example of the attitude in relation to the appraisal

system of introductory text can be seen in (1) and summarized in Figure 1.

1. *La langue possède un rôle important dans la vie humaine* (Language plays its important role in the life of human beings).

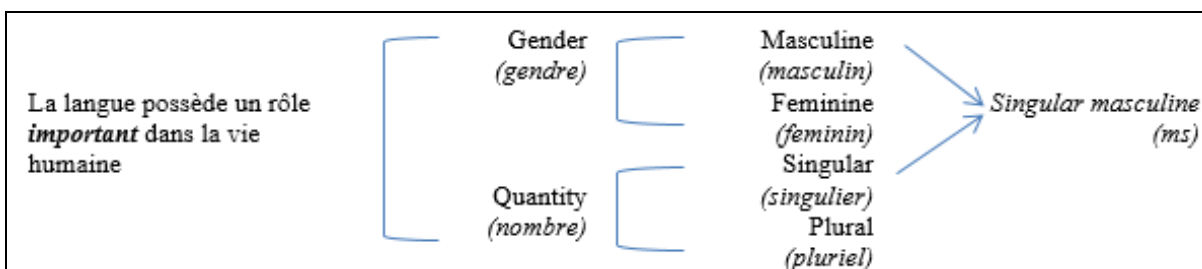


Fig 1: Appraisal system attitude

The attitude of the appraisal system in sentence (1) can be elaborated to have a masculine gender and a single number (nombre). The study on attitude of the appraisal system focusing on the introductory text in French is still considered important since UNIMED has a French Study Program, S-1 thesis written in French, assistance from French native speakers, and language laboratory facilities.

2. Research problem and objective

The research problem is: what is the attitude of appraisal system found in introductory text in S-1 thesis in French in UNIMED? The objective of this research is to describe the attitude of the appraisal system.

3. Literary Studies

Appraisal System

The theoretical basis in this research is Apraisal theory

developed by Martin and Rose ^[1] which is part of Linguistic Functional Systemic Theory ^[2] and which is seen from interpersonal meaning aspect. Apraisal theory is an analytical tool within the scope of discourse analysis that emphasizes the positioning of a text reader with three main areas, namely attitude, positioning, and graduation; each area is focused on a unity to analyze the meaning of interpersonal where in one text there must be a negotiation of meaning between the author and the reader. Martin and White ^[3] argued paradigmatic relationships are traditionally displayed in a paradigm that describes one dimension to another. Halliday designed an image called a network system, that is, a networking system to display paradigmatic relationships. The names of rows and columns in the paradigm are treated as features in the system of choice, and any feature can be an input condition to another system. In Fig. 2 a square bracket

with an inward-directed arrow is a logical or relationship that the subjective modalities can be either explicit or implicit.

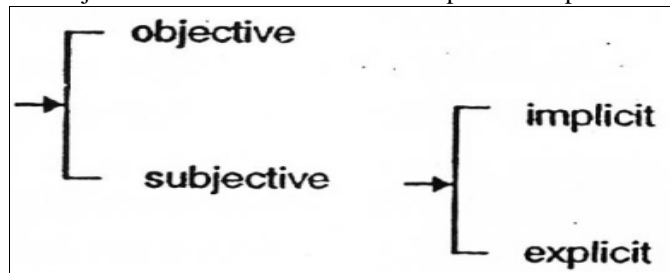


Fig 2. Network featuring dependent systems (Martin & White, 2005)

Each of the two systems in Fig. 1 is a binary, but the system contains a number of features. Generally, these systems have two or three features, as they are usually groups of features broken into smaller systems, especially if the system has three or more features.

Texts

The term text is used in this study and according to Halliday and Hasan ^[4] it is a functional language, for instance, a language that performs a specific task in a particular context, and as a unit of the language user. As a functional language unit in context, text is the use of language that people generate to convey the purpose of a meaningful message (see Widdowson) ^[5]. If one language has meaning in a social context, the language unit is called text (see Saragih) ^[6]. Halliday and Hasan (1985) argued that the path to an understanding of language lies in the study of texts. The text consists of meanings even though the text consists of words and sentences.

The text is basically a unit of meaning. The text should be viewed from two concurrent angles as a product and as a process because of its nature as a unit of meaning. As a product, the text is an outcome, something that can be recorded and learned because it has a certain textual arrangement and can be described with a systematic terminology. The text is also a process in the sense that the text is formed through the process of selecting meaning continuously.

Texts in french

Calvet et Chompret ^[7] wrote “valeur des désinences” (values from word ending) and “les lettres ou les syllabes dont la désinence se compose d’indiquer selon les cas le genre, le nombre, la personne des mots et dans le verbe, le groupe, le temps et le mode” (letters or syllables that have suffixes have gender issues, number, type of words, and in verbs, groups, times, and modes)

Le genre

Calvet et Chompret (2010) ^[7] also proposed “par genre d’un mot, on entend un caractère distinctive de ce mot, provenant de ce qu’il désigne un être mâle ou un être femelle Il mas de la gen de principus: Le masculin, commun à tous les mots désignant des êtres mâles: homme, chat; Le féminin, commun à tous les mots désignant des êtres femelles: femme, chatte Des raisons d’analogie, d’étymologie, d’homophonie, etc. On

fait ranger dans l’ un ou l’autre groupe les noms d’êtres inanimés: char, charrette Le latin avait un troisième genre, le neutre naen est resté en français que des traces dans les adjectifs et surtout dans les pronoms: l’utile, l’agréable, blemish, quoi, etc. Le neutre français se confound pour la forme et la construction avec le masculin” (Based on the sex of the word, we see the characteristic of a word, by sex, masculine or feminine. There are two the main sex of the noun: masculine, generally all the nouns masculine sex: homme, chat, feminine, generally all feminine nouns: femme, chatte. By reason of analogy, etymological reasons, homophones, and others. We can arrange in one or another group of nouns dead: char, charette. In Latin it has a third gender, neutral. Neutral gender is available only in French, for example in adjectives, especially on pronouns: l’utile, l’agréable, blemish, quoi, etc. The neutral sex is blended for form and construction with masculine gender).

4. Research Methods

Descriptive method has properties and characteristics that are considered very suitable for this study. The grammatical and semantic categories of evaluation are conducted by examining the forms, meanings and relationships with textual elements or discourses acquired especially from the corpus of language usage in French thesis text at UNIMED. Through this method with the help of concordance program software nets the research data that can be used to solve research problems and achieve the research objectives that have been set. This study used the corpus as the research data source taken from the “introduction” texts in French thesis.

Some reasons used as the basis for selecting the text are: a) ease of access to data sources, b) each data source can theoretically present the genre of language usage in written text in the form of a different theses text, c) the written text in French thesis realizes interpersonal semantic resources in a manner different from the spoken text, d) each type of text is assumed to utilize interpersonal semantic resources differently because the texts above are assumed to realize different contexts in the use of the language, and e) these texts have not been studied in terms of evaluative language.

The data collection technique was carried out by collecting texts. Then, the appraisal framework is used to find attitudes, positioning, and graduation that show appraisal characteristics in French texts. Data collection used data search techniques and web concordance tools provided by Webcorp on the internet to facilitate language analysis. This study uses concordance program software named Simple Concordance Program (SCP) to encompass groups of lexemes. About data collection, see Sumarsih^[8] and Suriyadi^[9] Data collection and processing ultimately produce appraisal keywords.

The analysis method used SCP having three main areas, namely, the sphere of attitude, positioning, and graduation. The text of Introduction was determined as the data and statistical analysis was carried out to see the characteristics of each text. This analysis included analysis of lexical, lexical, and Yule's variations ^[10] (characteristic text based on George Yule's 1994 statistical formula to calculate the degree of difficulty and repetition of words in the text): Lexical Variation (VL) = token type ratio x 100; Lexical Exaggeration (KL) = ratio of type lexical token x 100; Yule's K = statistical

formula in the SCP program.

5. Results and Discussion

The appraisal analysis shows that the Introduction texts gives an overview of attitudes, establishments and judgments, and context through evaluative language.

1. The word important

a. Text 1

1. *La langue possède un rôle important dans la vie humaine.* (Language plays important role in human life)

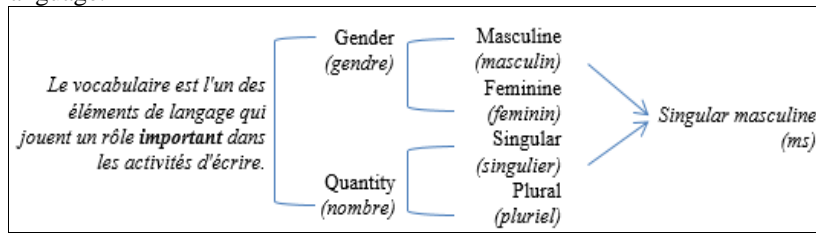


Fig 3: The word *important* as singular feminine

2. *Le vocabulaire est l'un des éléments de langage qui jouent un rôle important dans les activités d'écrire*

(Words become one of the language elements that play important role in writing activities).

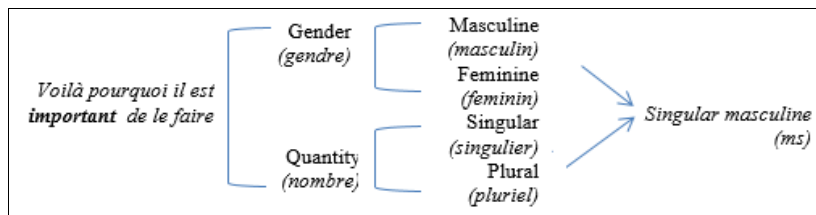


Fig 4: The word *important* as singular masculine

3. *Voilà pourquoi il est important de le faire.* (Why is it important to be brought into research?)

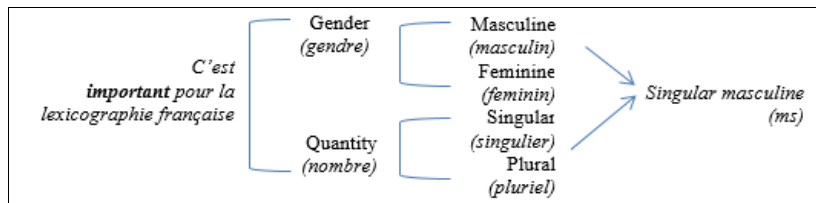


Fig 5: The word *important* as singular masculine

4. *C'est important pour la lexicographie française.* (That is important for the French lexicography)

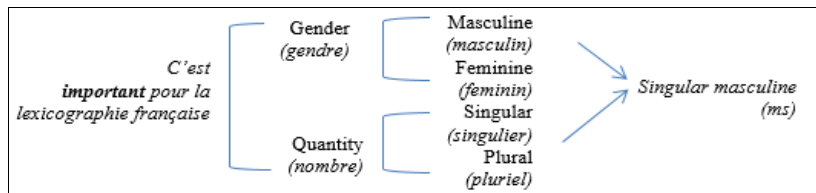


Fig 6: The word *important* as singular masculine

5. *Elle est importante de limiter le problème de cette recherche pour qu'elle soit claire et bien organisée.* (The

scope is important to limit the research problems in order the problems should be clear and well-organized).

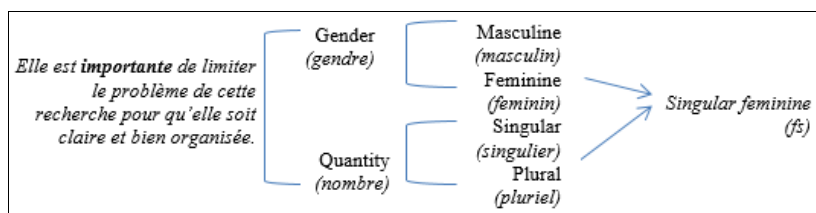


Fig 7: The word *importante* as singular feminine

6. *Ce cas est également important pour rendre facile chez l'auteur quand il fixe les mots ou bien la littérature utilisée* (important case).

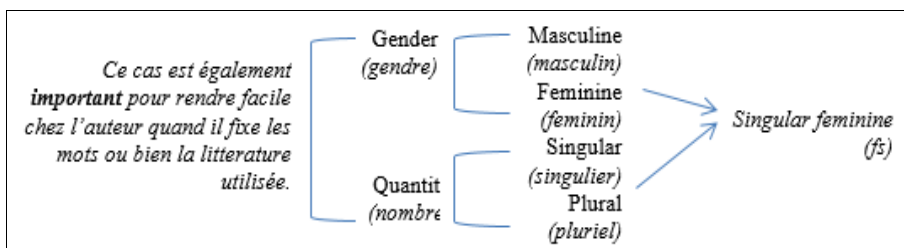


Fig 8: The word *important* as singular feminine

7. *Cette recherche peut être utilisée comme une considération importante dans l'enseignement de le français.*

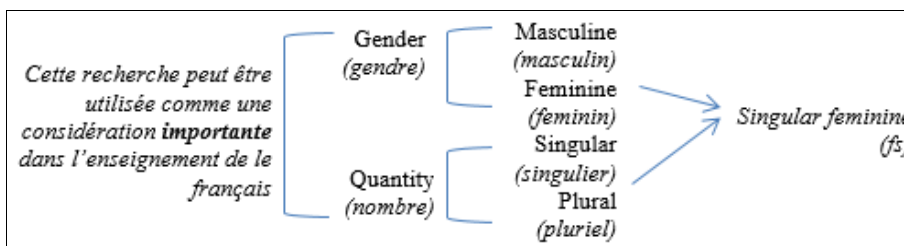


Fig 9: The word *importante* as singular feminine

2. The word bien

The lexeme *bien* appeared ten times and is included as attitude: assessment: value: social value. A complete example is shown in *Elle est important de limiter le problème de cette recherche pour qu'elle soit claire et bien organisée; les étudiants sachent bien la maîtrise du vocabulaire français.* (The scope is important to limit the research problem in order

it is clear and well-arranged; students master the French lexicons well).

a. Text 1

1. *Elle est important de limiter le problème de cette recherche pour qu'elle soit claire et bien organisée.*

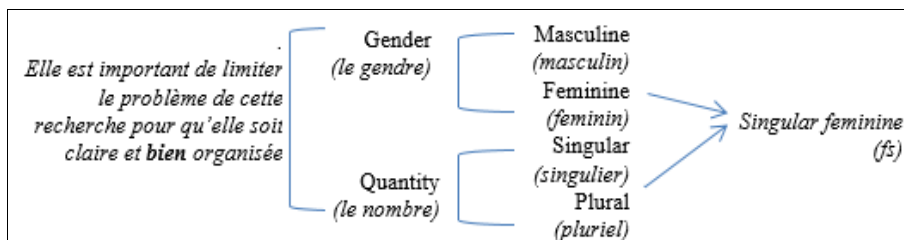


Fig 10: The word *bien* as singular feminine

2. *les étudiants sachent bien la maîtrise du vocabulaire français.*

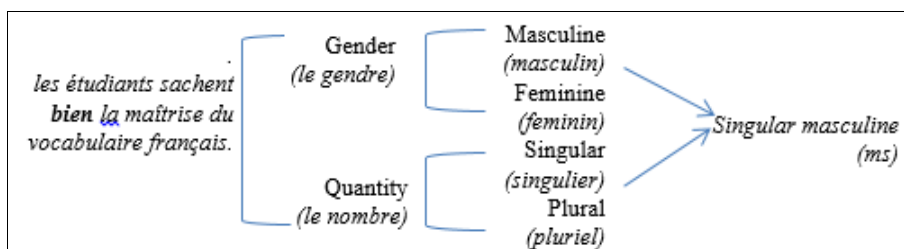


Fig 11: The word *bien* as singular masculine

3. The word bon

a. Text 1

1. *Il n'y a pas beaucoup d'étudiants ayant une bonne capacité à informer le contenu du message à d'autres.*

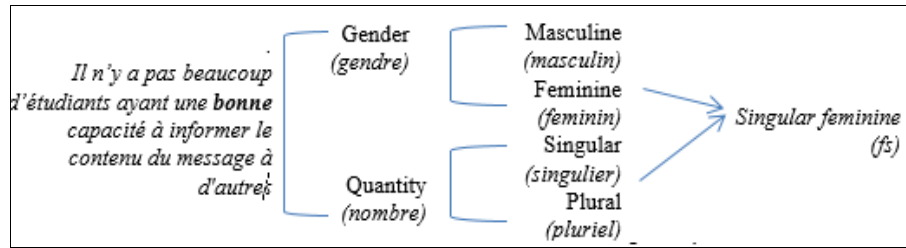


Fig 12: The word *bonne* as singular feminine

4. The word différent

a. Text 1

1. *mais le sens est différent.*

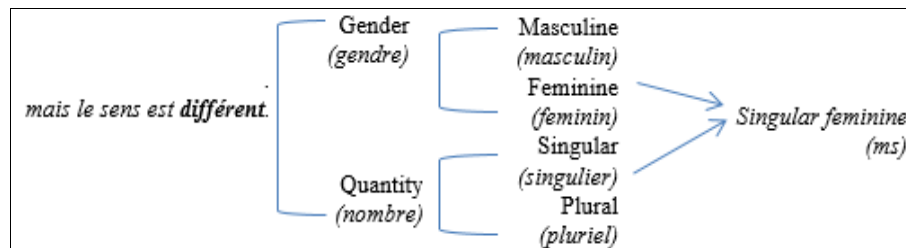


Fig 13: The word *différent* as singular feminine

2. *il a des nuances différentes*

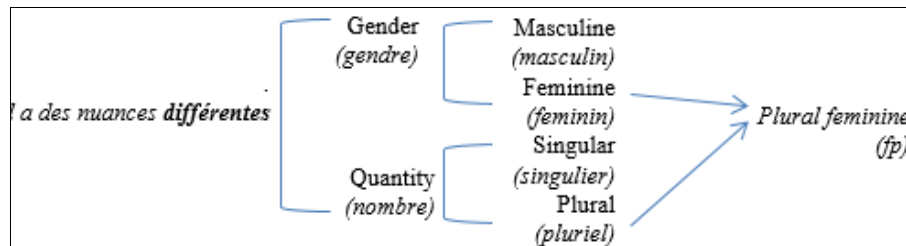


Fig 14: The word *différentes* as plural feminine

3. *les compositions sont différentes.*

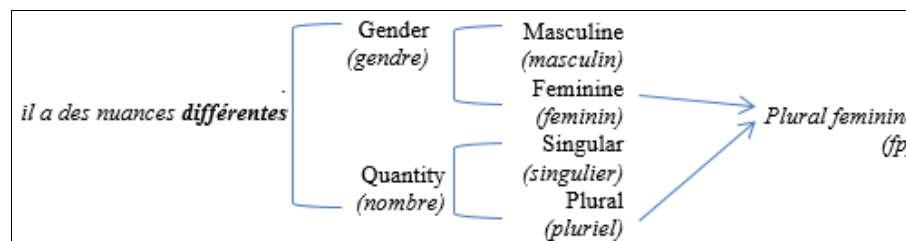


Fig 15: The word *différentes* as plural feminine

8. Conclusions

Appraisal analysis in the texts of introduction in the S-1 thesis in French show that such texts contribute to the availability attitude, consistency, and assessment ton the texts and contexts through evaluatif language. The attitude of appraisal system is included as paradigmatic system because it consists

of a) gender (*le genre*), namely, masculine (*masculin*) and feminine (*féminin*), and b) quantity or number (*le nombre*) covering singular (*singulier*) and plural (*pluriel*).

9. References

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